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ABSTRACT

As a prerequisite to developing an undergraduate weekend college for the School of Management at Suffolk University in Boston, Massachusetts, a literature review and correspondence with institutions providing a weekend college were undertaken. The study objective was to discover which institutions offer such a program, how they operate, the advantages and disadvantages of the program, and information on implementing such a program. Because of a lack of uniformity, the following definition of a weekend college was developed: a college program offering courses for credit exclusively on weekends and leading to a degree. Attention was directed to the psychological aspects of adults entering a threatening environment of school after a reasonable absence. The following areas are considered: historic background of the weekend college; the student market: what motivates the adult student, the adult woman, the veteran; the student market in general: costs and profits; admission requirements: counseling: admission testing: transfer of credit: credit for life experiences; curriculum and degrees; and the future. Information on the programs at the 13 surveyed colleges is presented, along with proposed scheduling for Suffolk University for the masters, bachelors, and associates degrees. It is concluded that the adult market is the most viable source of students and that the weekend college is profitable. It is recommended that Suffolk University should immediately consider initiating the weekend program. Steps necessary to institute the program are outlined. The schedule of the existing Saturday Executive MBA program and a bibliography are included. (SW)

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THE DEVELOPMENT OF A WEEKEND UNDERGRADUATE PROGRAM AS A NEW DELIVERY SYSTEM FOR AN URBAN BUSINESS SCHOOL: A RESPONSE TO THE SOCIETAL NEEDS OF A SPECIFIC CLIENTELE

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BRISTOL CLUSTER

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

HE 013 382

NOVA UNIVERSITY

August 29, 1980

ABSTRACT

With the declining enrollment of the traditional eighteen to twenty-four year old student Suffolk University, as well as the majority of institutions of higher education, is looking to adults to fill their classrooms. The weekend college is but one form of education primarily designed to attract adults and to satisfy their academic needs.

Through a review of the literature (primarily periodicals since the weekend college is basically a new concept) along with direct contact through the mail with several institutions professing to offer a weekend college, several interesting concepts, theories, and facts were discovered. Some institutions probably should call their programs a Saturday program or a seven-day program rather than a weekend program.

Because of an extreme lack of uniformity, a definition of a weekend college had to be developed for this paper. The definition that evolved included any college program that offers courses for credit exclusively on weekends leading to a degree. The weekend period would include Friday evening and all day Saturday and Sunday. Considerable attention was given to the psychological aspects of adults entering a threatening environment of school after a reasonable absence. The findings appear to indicate that the schools that are successful understand and cater to the adult needs through counseling, nonthreatening literature, convenient payment plans and registration procedures.

Suffolk University is perfectly located in the hub of New England and in the center of metropolitan Boston. This location is ideal espe-

cially for the longer distance commuting because it is close to all forms of transportation and hotels for the once-a-week overnight attendance that adult students and faculty must do. Suffolk University also has the necessary facilities to offer several appropriate programs especially in the School of Management which could lead to the associate bachelor's or masters' degree. Since most of the physical facility and support services such as library, registrar, admissions. counseling, etc. are already available, the only major additional cost would be for instruction. The weekend program can undoubtedly be an extremely profitable one especially for a private institution such as Suffolk University.

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CHAPTER I

INTRODUCTION

The School of Management (SOM) comprises roughly one third of Suffolk University, which is physically located on historic Beacon Hill in the center of downtown Boston. The concern about the source of new students in an era of declining enrollment is probably no different for the SOM than it is for other urban institutions of higher education. There are, however, some peculiar factors which should be carefully taken into consideration. Suffolk is a private institution with only one campus and the SOM is much smaller when compared to such institutions as Columbia, New York University, and even other Boston institutions such as Northeastern and Boston University.

The weekend college idea began in 1944 when the W. K. Kellog Foundation started working with Michigan State College to develop special facilities for an adult Rural Life Institute (Cross 1975A, p. 87). The dean of the SOM is very interested in weekend colleges as a partial solution for a possible decline in enrollment and to strengthen this portion of Suffolk University. Institutional surveys, as well as observations by many professors in the SOM, indicate that there are a number of potential students in our society who are eager to pursue an education. Many students, however, are unable to attend college during normal class hours due to erratic job schedules as well as employment travel commitments.

The weekend college is designed for adults, and it is profitable. "Start with the axiom that no part-time program loses money . . .,"

says Hubert S. Gibbs, dean of Boston University's Metropolitan College (Business Week, p. 94). An accurate definition of weekend colleges is not available. One definition (Cross 1976B) states that "'Weekend College' is a term loosely applied to the type of adult education program that can be experienced when two or more days of leisure are available in sequence." Cross apparently believes that what is to be offered to these adults would be primarily enriching such as sailplane piloting, folk dancing, gardening, violin making, etc. Most, if not all, such courses would not accumulate college credit. One statement in Business Week (1977) shows that it is profitable, and it is for college credit. "More than 60 percent of those enrolled in the MBA program at St. Mary's have half their tuition paid for by their employers." Dr. Fischer (1978) believes that the weekend school encompasses any adult form of education that is held outside the normal classroom times which afford working people the opportunity for learning that would otherwise not be available to them.

Although the dean of the SOM is interested in the profitable weekend college, he is approaching it with cautious optimism. The SOM is relatively small. It is located in a traditionally conservative environment with strong overtones of the New England Sunday Blue Laws. College credit should probably be given although seminars, which are currently offered normally do not award credit. Possibly the biggest problem, according to the dean, is that there is no model to follow of a weekend college being sponsored by a small urban business school. The SOM has, however, started a very successful MBA program held exclusively on Saturdays. This program has been given the name of "Executive MBA" and requires at least five years of managerial experience prior to enrollment. In fact, Ricklefs (1980, p.1) states that such a "strong demand has made management courses for adults one of the most lucrative areas in higher education . . . ."

The weekend college is a relatively new aspect of adult education with comparatively little information published on it other than a few articles in various periodicals. Interviews within Suffolk University and correspondence with institutions offering weekend college programs provided a considerable amount of information for this study.

The goal of this investigation was to develop a program for the undergraduate students that is outside the normal school hours so that deserving adults can attend. This program at this time is an adaptation of various liberal arts and other college programs being offered and developed with the idea of integrating seminars already being offered by the SOM. This paper reveals the advantages, disadvantages and means of implementing the weekend college into the School of Management at Suffolk University.

CHAPTER II

BACKGROUND AND SIGNIFICANCE

The weekend college is only one of the various ways in which the traditional colleges and universities are attempting to cope with a declining enrollment in untraditional ways. Trivett (1974, p.1) points out that "To institutions, new students represent a life--sustaining flow of resources." Programs such as institutes, conferences, correspondence, evening, off-campus, etc. are being utilized by educational institutions to bolster their life-sustaining resources in view of declining enrollment. Some of these examples can be termed adult programs as this area appears to be the most promising for increasing or maintaining the enrollment figures. Lisman and Ohliger (1978, p. 35) emphatically state that "Continuing or adult education is a growth industry." McCormack (1980,p. 21) feels that "Non-traditional students can make the difference . . . ." She goes on to state that the American Council on Education report contradicts earlier forecasts of declining enrollments:

> College enrollments have increased by over 3 million students from 1970-1979. Enrollments are up in every major sector of higher education, in both public and private institutions and in both four-year and two-year institutions.

McCormack goes on to point out that ". . . college-age young people, 18-21, account for less than one half of the total college enrollment." Also that ". . . men aged 35-64 and women aged 20-34 could yield much larger enrollments."

Historic Background of the Weekend College

Undoubtedly many institiutions have offered a course on a Saturday

yet cannot be called a weekend college. Dean Strain (1979) pointed out that at Suffolk University "Many departments attempted to offer courses here and there without any tremendous success." Cross (1976A, p. 14) claims that "Short, residential programs for adults go back many generations," and that (1976B, p. 87) the term weekend college is used ". . . when two or more days of leisure time are available in sequence."

For all practical purposes, the interest in weekend colleges is comparatively recent. The Honorable Mr. Farnsley in THE CONGRESSIONAL RECORD of 1966 establishes that Palmetto Center of Miami - Dade Junior College was the first "weekend college begun in the fall semester of 1965 . . . ." Since this time, many institutions have offered weekend colleges. Schildkraut appropriately points out that "Programs vary widely according to the institutions that offer them . . . ." It is reported by Pasztor and Jarosolvsky (1979, p. 1) that "By they early 1980's the U.S. Census Bureau estimates that adults could form 40 percent of all college students."

Weekend College - a Definition

Perhaps the most difficult problem concerning the weekend college is the lack of uniform terminology. The phrases non-traditional, adult, continuing, part-time and external degree are just a sampling of terminology that attaches itself to weekend college. Would a Saturday course be considered a weekend college? Would two or more days of leisure (Cross, 1976B, p. 87) provide a basis for the weekend college?

For the purposes of this paper, the term "weekend college" will be used when a college or university offers credit leading to a degree primarily, if not exclusively, on weekends. Weekends will include Friday evening, Saturdays, and Sundays. Although weekend colleges are designed for adults, there is a small number of qualified high school seniors

who are occasionally permitted to take this program. Cross' definition (1976B, p. 87) of weekend college differs from the one used in this paper in this manner, Cross considers weekend college to involve any consecutive two days of leisure not leading to a degree and with no credit given except in rare occasions.

The program which this paper supports allows a student to complete a degree primarily, if not exclusively, on weekends and separates the traditional day student from the weekend student. Occasionally, some weekend programs offer week-long seminars, meetings, classes, etc. at other times than Friday nigh, Saturday and/or Sunday. Although some institutions offer a limited number of noncredit courses such as the "how to" courses, the main thrust is still to offer a credit course program leading to a degree.

The Student Market

Today, statements such as those made on the Associated Press (1979) interview with David Breneman are common. Breneman states that "Nationwide, the number of 18-year olds available for college enrollment will decline 25 percent from 4.3 million today to 3.2 million in 1992. . . ." The article goes on to say that "Breneman recommended that colleges planning to recruit students emphasize continuning education of adults . . . ." Adults, to many, appear to be the major if not the only source of new students. President Silber of Boston University (Brudnoy, 1979) feels that there will not be enough of them. He points out that we will have 1½ million fewer high school graduates. With adults taking maybe one course, higher education would need three to four million adults to compensate for the reduction of high school students. Statistically, Gallay and Hunter (1979, p. 13) make the following statement:

> While forecasts of demands for full-time higher education generally predict zero growth over the next 10 or 15 years, there is expected to be an astounding surge in the part-time educational sector. The National Center for Educational Statistics predicts a 240 percent increase in part-time degree enrollments through 1985.

It appears immaterial whether or not the adult student will compensate for the decline of the traditional students. The adult student is our best potential market and one that should be investigated.

What Motivates the Adult Student - Cross (1976A, p. 44-47) outlines both philosophical and practical incentives for the adult student ranging from self-fullfillment through work related on to merely filling leisure time. All authors seem to agree with Young (1973, p. 41) that "Older adults who go back to school while also working at their jobs or taking care of home responsibilities demonstrate a strong drive for self-improvement." This strong drive or motivation is what makes the adult successful in any form of continuing education programs. Cross (1976A, p. 46) points out that "One reliable study revealed that by far the largest reason for study by adults was to improve job-related knowledge or capabilities. The second largest category was related to leisure . . . ."

In another similiar study composed primarily of business students, Gallay and Hunter (1979, p. 14) found that ". . . 97 percent of the respondents felt professional growth was a major or minor reason for considering college . . . ."

There is no doubt according to Schacht (1960, p. 1) that ". . . . adults can learn, in fact must learn, in order to make adjustments to their environment and effect changes in it . . . ." Because these adults are motivated they do well, and as Schildkaut (1978, p. 258) points out, "Your age and length of time you've been out of school is not important."

The mere fact that adults are highly motivated should not imply that adults are always ideal students. Hayes (1974, p. 73) points out

that "The adult who is new to the classroom as an adult may be insecure, lack confidence, and underestimate his abilities until he experiences some success at learning. Trivett (1974B, p. 1) reports that "Students surveyed by Kintzer expressed dissatisfaction with the counseling and lack of orientation plans at both junior and senior institutions." Administration must schedule courses and programs with the adult in mind. Counseling, as well as many special efforts from the faculty, is important to these adults. All of these elements will be elaborated on later, it is sufficient to say that adults represent a new market that needs special consideration.

The Adult Woman. Not only is it common knowledge that adults over the age of thirty-five are returning to college, but according to Trivett (1974A, p. 4) "Among the adults attending college, 53 percent were women." At C. W. Post College (Stashower 1974, p. 31) "Weekend college's first degree program, a B.S. in Nursing, was started in the fall of 1972 . . . ."

Undoubtedly, women are a powerful influence in the weekend college program. Barrett (1974, p. 287) states that "The middle-aged housewife, with her thirst for self-improvement, has made educational institutions redesign curricula to meet her needs."

The Veteran. Not as prominent today as in the past, the veteran is still a primary target for adult education. The veteran has the same needs as any other potential adult student. Betts (1973, p. 5) points out that "If the veteran is recruited into some type of post secondary educational program, the institution . . .must offer . . .guidance, counseling, and services in all areas."

Because of the available material on the veterans and their characteristics, it becomes easier to identify the needs of the typical adults

student by using the veteran as a guideline. Binsacca (1973, p.6) presents a list of the unique characteristics of the veteran:

- most veterans are older and have had different life experiences from those of the typical college students and may need special counseling and tutoring: (these experiences also have the positive effect of making these potential students more hard working and serious about achieving their educational goals than other students)
- veterans are afraid of college because of post school failures and the fear of failing again.
- those veterans who do want to continue in school are not anxious to tackle the paper work, forms, and red tape involved because they have had their fill of these procedures in the service and distrust bureaucracies in general
- veterans want to be making money rather than going to school because of financial obligations
- veterans are concerned with the cost of living and education, especially if they are married and have families
- veterans face the overall emotional and psychological difficulties of making the transition from military service into a complex, high powered society where they are on their own.

The Student Market in General. The typical adult student including the influential women as well as the veterans with their unique characteristics has been described; Meskill (1974, p. 15) has developed a complete list which includes:

1. People of all ages who find it impossible or inconvenient to attend either evening or weekday classes.
2. Housewives who have no babysitter except on weekends when older children are home.
3. Industrial workers who are too tired for night classes or who work the "graveyard" shift.
4. Those who live too far away for a nightly drive to the campus but can manage infrequent trips without hardships.
5. The continuing student who is seeking to accelerate progress toward a degree.
6. Academically talented high school students who wish to enrich their educational experiences or to begin their college studies before graduation.
7. Individuals who are seeking more productive use of their leisure time.
8. The college graduate seeking personal enrichment and/or professional growth.
9. The student seeking to return to study after a time lapse.
10. Anyone who wants to further his or her education.

Costs And Profits

The intent of most of the various adult education programs, including weekend colleges is to make a contribution to the institutions overhead. It is extremely difficult for anyone to put an exact dollar figure on the costs and profits of any weekend program. Meskill (1974, p. 17) states that "The simplest of economic understandings would indicate that to increase usage by more than twenty-five percent would be beneficial to the need for a favorable budget balance." While reporting on the C.W. Post College, Stashower (1974, p.32) states in more specific terms that "The economies of the program are equally impressive: in its first year weekend college yielded a total income of $54,000, and this year it's expected to gross nearly $800,000.

In a more dramatic way Leslie (1974, p. 34) points out that ". . . President Norbett J. Hruby of Aquinas College describes how his institution was brought from financial disaster to relative affluence in a period of three short years." The article goes on to state the "President Hruby reports that both the faculty and administration become more productive and more fully employed as a result of these new programs."

Another major advantage that yields a more indirect effect on costs and profits is in the area of recruiting. Meskill (1974, p. 17) believes that "More students, both continuing and special, are inclined to attend a college or university which has academic offerings that offer wide time and content options rather than those schools whose academic fare is plain and narrow."

Because of comparatively low costs and respectively higher profits, adult education programs can be expected to grow in virtually all areas. In one community--for example, (Adult 1979, p. 15) the local paper states

that "Lowell's adult education programs are expected to burgeon this fall if administration grant proposals and plans for satellite adult education centers come through."

The lure of profits, along with modest cost should not be taken lightly. At City University of New York, Regan and others (1972, p. 16) point out that ". . . it is significant that each of the specially-designed programs has been initiated with some kind of special funding from outside the institution." Not only should each new program be studied, but according to Trivett (1974A, P. 4) ". . . marketing . . . has not been widely used," and of course marketing is necessary to find and fill the educational need.

Admission Requirements

Adults are different from the typical high school student entering college. Adults feel insecure, they have considerable experience in life and business, but they have various levels of readiness.

The basic admission requirements are virtually the same for all colleges as shown on Page 28 of a brochure from New York University entitled "Associate in Arts Degree Program for Adults." The applicant must be over twenty-one and have completed high school or the equivalent. New York University is somewhat unique in that "New York University also has a college preparatory program or New York State Equivalency Diploma for non-high school graduates."

The discussion of admission requirements must give attention to at least four areas: counseling, testing, transfer credit, and credit for life experiences, including CLEP.

Counseling. New York University recognizes the need to provide the adult student with some counseling, when the brochure contains such

statements as:

> If you are hesitant about applying because you fear you are not ready but nevertheless interested, we recommend that you apply and let the Admissions Committee be the judge of your readiness.

The University goes on to state that "Many students are now matriculated in the program and are making splendid progress, who were indeed not ready when they first applied."

From a report by the Southern Regional Education Board, a conclusion was reached (1974, p. 3) which stated that "Accordingly, the first step in the non-traditional students' education is an intensive counseling session." The University of Wisconsin reached a similar conclusion from a questionnaire (1973, p. 12) "Essential to the success of non-traditional programs are special counseling and advising programs and other supporting services geared to the unique needs of the New Market students." Pasztor and Jaroslovsky (1979, p. 35) report that at Columbia College ". . . all the students now receive counseling by calling a toll-free telephone number."

There appears to be little doubt that counseling is an extremely important aspect of dealing with adult students.

Admission Testing. For most weekend college programs, admission testing is not emphasized. Counseling is necessary to help the nervous adult overcome the fear of failure so why start off a college career with a test that represents the possibility of failure? In one survey, Jones and Diener (1975, p. 13) found that "Eighty percent (80%) of the adult and part-time students had no problem entering the university and 17.1 percent indicated that they had some difficulties.:

Transfer Credit. Since the adult student is older, most institutions tend to stretch the transfer credit rules as far as possible so that the student can use as much of his/her past educational experience as pos-

sible. The Wisconsin University survey (1973, p.5) feels that :

> Credit could be given for any formal education or technical education not given at the University, for these still constitute learning at a higher level which prepared one for a well-adjusted life of work and recreation, and this in my estimation should be what a university is all about.

Trivett (1974B, p. 2) indentifies some new developments in college transfer such as "transfers list 'transferability of credit' high among their concerns . . . ," he goes on to say that ". . . use of the traditional grade-point average of students inadequately reflects differences in institutional standards." Trivett (1974B, p. 3) also points out that "There are other new practices and thinking that accompany a loosening up and awareness of the transfer situation." Such as the fact that "senior institutions are becoming more flexible in granting credit for work taken in industry-run techincal schools." Trivett goes on to report that:

> A recent Commission on Higher Education committee report has stimulated change and argues that 'equivalency' evaluations of course work should be based on the value of course content to an area of knowledge rather than on the usual basis of similarity to courses in the receiving institution . . . .

Perhaps the ultimate example of freedom in granting transfer credit is described by Purdom (1978, p. 2):

> Thomas Edison . . . has no faculty and no classrooms, and offer no courses by mail or TV. Its accredited program is based on the assumption that college credit and degrees should be awarded for college-level knowledge 'without regard to where or how that knowledge was acquired.' If students have earned college credits at an accredited insititution, Edison will let them apply the credits toward a degree. If they happen to have acquired their knowledge outside the classroom through job or a hobby or just by living and reading, Edison's counselors will help them prove they do, in fact, have that knowledge.

It appears obvious that transfer credit is and should be awarded to adults in the weekend programs. The problem of what degree and how much credit varies according to the institution.

Credit for Life Experiences, including CLEP. The College Level Examination Program (CLEP) was developed to give proof that learning has occurred outside of the classroom primarily through work and hobbies. This is a powerful incentive for adults returning to the classroom since up to thirty credit hours, or one full academic year, can be obtained through CLEP.

CLEP credits are accepted by virtually all weekend colleges; however, CLEP tests are not available for all areas of knowledge. This fact has led some institutions to grant college credit for life experience. Purdom (1978, p. 23) reports that "In 1972, the New York Board of Regents combined the CLEPs with some tests of its own and established a degree by examination . . . " He goes on to state what one college has done, "Edison has developed and is using its own examinations, now numbering 99. Called the Thomas Edison College Examination Programs Tests, they include some of the subjects not covered by CLEPs." At yet another institution, Johnston (1979, p. 12) describes the granting of credit for life experiences as being extremely important: "Marylhurst literally died to become what its officials claim was the first accredited degree-granting institution in the nation devoted primarily to lifelong learning and granting credit for experiential learning." At Florida International University (FIU) The Southern Regional Education Board (1974, p. 3) states that "Generally speaking, however, FIU shuns using CLEP exams to assess life experiences . . . but, FIU has granted an average of 29 hours credit for life experience to students."

Some seem to feel that the granting of college credit for life experiences has gone too far. Sawhill (1979, p. 7) states that:

> Unfortunately, some institutions have abused this admirable system by their willingness to offer credit for an experience that

> does not have a normal academic parallel. After all a college degree is not a certificate for years of successful living. When adults can demonstrate that certain of their experiences are comparable to existing courses at an institution, the practice of awarding credit is appropriated respectable.

Institutions then can easily continue using CLEP tests but must be extremely careful in indiscriminate granting of college credits for life experiences.

Curriculum and Degrees

Virtually any degree can and is being offered at the weekend college from the associate degree through the doctorate. One of the primary characteristics according to Regan and others (1972, p. 20) is that "The most important of these is their dependence upon their sponsoring institution for academic legitimacy."

The assumption for the curriculum is that "Students can't determine the curriculum." (Brudnoy, 1979). The curriculum however must be designed for the adult student. Gallay and Hunter (1979, p. 14) found that "The adult, unlike many younger full-time students, is not just after a 'good education' but usually has some definite career plans in mind." They also found that ". . . 97 percent of the respondents felt professional growth was a major or minor reason for considering college."

According to Smith (1972, p. 74), the weekend college can follow the traditional curriculum, the modified traditional curriculum, or the entirely new curriculum.

Future

When the past growth of all adult education programs especially the weekend college is extrapolated, there is every reason to believe that the programs will experience even greater growth and refinement. Cross seems

to have devised a reasonable look into the future. In a summarized fashion, Cross states that:

> - The quality of leadership . . . will improve. This will be partly because the type of leadership needed is becoming better defined in this field . . . .
> - Opportunities will become increasingly available year-round.
> - Opportunities will balance out better geographically.
> - Certain types of programs will be modified . . . so that whole families will be able to participate.
> - . . .the greatest growth will take place in more convenient locations, close to transporation terminals and other travel and accommodation facilities.
> - Many of the longer programs, requiring residence . . .will be condensed. . . .
> - . . . the greatest growth will be in the "task-oriented" programs, that is the type that is directly related to vocational, professional, organizational, and career objectives.
> - Teaching and administrative staffs will become more professional and specialized . . . .
> - Centers will broaden their curricula, offering courses in more subject areas, in order to make fuller use of facilities, teachers, and service staffs.

In quoting Dr. Howle, Cross (1976A, p. 167) states that "A sound program of education is not a piece of carpeting to be put together in a few days. It is like a tree which must be allowed to grow and mature--the simple, but powerful, ideal of lifelong learning for all."

CHAPTER III

PROCEDURE

The procedure used to develop an undergraduate weekend college for School of Management (SOM) at Suffolk University required the obtaining of relatively current information from periodicals and from direct correspondence. The assumption and intent was to discover which institutions offer such a program, how they operate, what are the advantages and disadvantages, along with how to implement such a program at Suffolk University.

Early in the study, periodicals revealed a few institutions that claimed to offer a weekend college program, yet only one out of six responded to a letter of inquiry. With such disastrous results, a second letter was sent to a different group of institutions with the results displayed in Table I (p. 17), and which in all probability can serve as a relatively good sample.

Since not every institution was contacted, and even among those contacted not every one responded, it can certainly be counstrued that there is a limitation. It is conceivable, however, that if an institution was unsuccessful with a weekend college, some of the contributing factors would still be uncovered through the literature search.

One of the more serious problems in this study was the definition of a weekend college. Throughout this paper only one definition was used which is explained in the following section:

TABLE IA

WEEKEND COLLEGE RESPONSE

INSTITUTION	TRADITIONAL (TOTAL) ENROLLMENT	WEEKEND COLLEGE ENROLLMENT	CONTACT PERSON & TITLE	RATING BY INSTITUTE REPRESENTATIVE	FRIDAY	SATURDAY	SUNDAY
Miami-Dade Community College/South Campus 11011 S.W. 104 St. Miami, FL 33176	7000 Total of 42,777 for the system	1000/yr.	Wilbur J. McElwain Associate Dean Div. of Extended Education Services	". . . cut back to two terms a year . . . ."	No courses	8:30-11:15 12:00-3:45	No courses
Mundelein College 6363 Sheridan Road Chicago, IL 60660	1500	570	Tina Stretch Director	"Superb!"	7:00-10:30 (1½ cs.)	8:30-1:00 1:00- 4:30 (52 cs.)	8:30-12:00 1:00- 4:30 (28 cs.)
College of Notre Dame of Maryland 4701 North Charles Street Baltimore, MD 21210	850 FT (500 are Women)	Over 300 Started in 1975	Sister Sharon Doi Weekend College Director	"Very successful"	F + S 6:00-7:15 + 7:30-8:45	9:00-11:45 1:30-2:45 3:00-4:15 4:30-5:45	9:00-10:15 10:30-11:45 12:00- 1:15
Chloue College 43600 Mission Blvd. P.O. Box 3909 Fremont, CA 94538	8500	1800	Alan S. Lowe, Ph.D. Coordinator, Extended College	A pilot school.	Six to Ten Cs. 100-150 Stds.	June of '79 Ended 30-49 cs. app. 900 students	Ended Fall '77 Was Successful at first
Pace University Pace Plaza New York, NY 10038			John P. Murray Weekend College Coordinator	". . . less than moderate success . . . ."	Average Class Size-23	Average Class Size was 17	
C.W. Post Center	5737 (Part of 25000 Long Island University)	2200	Denise Pribyl Assistant Director		Sat. + Sun 18 cs. (13 cs. Gr.)	9:00-3:00 (24 cs. UG) (22 cs. Gr.)	10:00-4:00 (18 cs.) (14 cs. Gr.)
Wayne State University Detroit, MI 48202	38,073		Dr. Nola Turtag Director	"THE NAME 'WEEKEND COLLEGE' IS REALLY A RUN SEVEN DAYS A WEEK . . . ."	MISNOER FOR	US--WE ACTUALLY	

TABLE IA (Continued)

MAX CS. + MEETINGS	DEGREE	ADMISSIONS REQUIREMENTS	COMMENTS + UNIQUE FEATURES	STUDENT SERVICES PROVIDED	CREDIT OTHER THAN TRANSFER	COST	CREDITS EARNED PER YEAR
(Miami-Dade CC) Two Terms	AA	Same as for Day Students. Just a HS diploma or provisionally.	Saturday Only.	Same as for Day Students Adm., Reg, Guid., and Couns.		$10.00/cr. Maximum of $100.00.	12
(Mundelein) 5 Class Meetings c 2-3 weeks between terms. Classroom hrs. ½ of weekday.	BA Graduate not Emphasized in the brochure	Application Form, HS Diploma, Personal Interview, NO Entrance Tests	A + B Sessions. Registration Bulletin contains preclass assignment.		CLEP, Life Experience	$98/undergraduate, $100/graduate for each cr. hr.	30
(C. of Notre Dame) Sch. A=5 weekends Sch. B=10 Saturdays and Every 3rd	BA/BS	HS Graduate with 18 Specific Units	Six-college Consortium, A rather rigid institution primarily for women.				
(Ohlone Coll.) Not running because of Proposition 13.							
(Pace Univ.). 90 percent are regular day and/or evening Pace Students.							
(C.W. Post) Six Saturdays Six Sundays Two Weekends	Associate Bach. Masters	HS Diploma and an Application for the Masters	Reduced Cost for Husband and Wife in Same Course, Creative Arts for Kids, Bklst + Ass't.mailed	Definitely Geared to the Adult Students, Counseling Available	CLEP, Life Experience Exams	$98/cr. hr.	24 approximately

TABLE IB

INSTITUTION	TRADITIONAL (TOTAL) ENROLLMENT	WEEKEND COLLEGE ENROLLMENT	CONTACT PERSON & TITLE	RATING BY INSTITUTE REPRESENTATIVE	FRIDAY	SATURDAY	SUNDAY
Elizabeth Seaton College 1061 North Broadway Yonkers, NY 10701 (also in NY City)	1143-1200	600	Mrs. Ann C. Healy Director (under dean of continuing education)	"very successful"	7 to 9:30	8:50-10:50 1:30- 3:00 3:15- 4:15	8:50-10:20 10:30-12:30 1:30- 3:00
Fairleigh Dickinson University Edward Williams College 150 Kott Place Hackensack, NJ 07601	6702	340	The "Saturday College", Mr. Kenneth Vehrkens Director	no comment made	6:30- (16 cs.)	9:00- 12:00- (21 cs.)	No Courses
La Salle College Philadelphia, PA 19141	5900 day + evening		Brother Claude G. Demitrias	". . . course would be better subscribed to if there were a definite weekend program such as C. W. Post . . . ."	No Friday	9:00-11:45 (12 cs.) 12:30- 3:15 (8 cs.)	No Sunday
Marist College Poughkeepsie, NY 12601	2293	120 estimated	Marie L. Murphy Continuing Education Staff	"lack of success"	6:00-10:00 (3 cs.) Nine Consecutive Weekends	9:00- 3:00 (7 cs.)	9:00-3:00 (2 cs.)
University of Maryland University College University Blvd. at Adelphi Road College Park, MD 20742	21,205/evening	3092/yr.	Richard A. Bogkin Assistant to the Director	"a success by virtually any criterion"		9:00-12:00 1:00- 4:00	9:00-12:00 1:00- 4:00
Marymount Manhattan College 221 East 71 Street New York, NY 10021			Pat Koch Thaler Director of Continuing Education	"certainly successful"	Friday is part of the regular college.	9:00- 12:00- 2:50- (30 cs.)	9:00- 12:00- 2:50- (15 cs.)

TABLE IB (Continued)

MAX. CS. + MEETINGS	DEGREE	ADMISSION REQUIREMENTS	COMMENTS AND UNIQUE FEATURES	STUDENT SERVICES PROVIDED	CREDIT OTHER THAN TRANSFER	COST	CREDITS EARNED PER YEAR
(Elizabeth Seaton) Every third Weekend Four Course Trimester	AA AAS	Over 21 with a HS Diploma	After Completing 24 cr. hrs., may apply to NY Ed. Dept, for HS Diploma. Tutoring and independent Study.	Financial Aid, Veterans Benefits, Job Placement, Library, & Counseling.	CLEP, Work Experience Challenge Exams	$60 per cred. hour.	24 Approximately
(Fairleigh Dickinson) Three Terms @ 15 Weeks and One Term @ 4 Weeks (Summer)	AA	No Formal Requirements		Deferred Payment, Counseling	CLEP, Life Experience	$100 cs. inc. books	30
(La Salle College) 2 Sem @ 2 Cs. = 4 Cs. per Year	AA	Series of Entrance Exams and HS Diploma	2200 Minutes of Class Time	Very Little for Saturday Students	CLEP	$66 per credit hour	12 cr.
(Marist College) Nine Weeks (3 Sat. of Classes, 3 Independent, 3 Sat. Classes)	Bachelors		Probably not Large Enough to Attract Degree Students				
(U. of Maryland) 15 Week Semester			Accelerated, Course Meets all Day Sat. and Sun. for 7 Weeks, Independent Study				
(Marymount Manhattan) Semester Basis, Same As Traditional	BA BS BFA	HS Diploma is only thing that is needed.	Apply for HS Diploma after 24 cs. hrs. No difference between colleges	Cr. Card Payment, Counseling, College Skills, and self-confidence seminars	Life Experience	$93 per credit hour	

Definitions of Terms

Adult Programs - includes the various institutes, conferences, correspondence, evening, off-campus and other programs in addition to the weekend college that are offered for adults by businesses as well as educational institutions.

Adult Students - could involve anyone from the age of sixteen to one hundred and sixteen provided they possess a sincere, mature attitude. In most instances, however, the adult student is a full-time employee and a part-time student, a little older than the typical day student, and because of work or family commitment finds it difficult to fit into the traditional full-time day program.

Continuing Education - also referred to as adult education, and life-long learning is education made available to older people who, by historic and social standards, have passed the typical high school and college-age students. This type of education is very broad and covers virtually any type of organized education.

Weekend College - an institution of high education that offers a complete program of courses exclusively for weekend collge credit on Friday evenings, Saturdays and/or Sundays and which leads to a degree.

CHAPTER IV

RESULTS

Weekend colleges can range from an educational experience in tennis to a complete degree program. The latter is the theme for this paper.

The definition of weekend college is still a misnomer as shown in Table I on pages 18-21. LaSalle College and Miami-Dade Community College offer courses only on Saturdays. Wayne State University, on the other hand, has a seven-day program. All have Saturday classes, most have Friday classes with some reporting Friday classes as part of the regular program, and the majority have Sunday classes or educational activities of some form.

The size of the institutions ranges from 900 to over 38,000 with the weekend enrollment reported to range from just over 100 to 3,000. Although not all respondents gave indentifiable "words" to rate their weekend program, fifty percent rate their program as "very successful" to "superb", while 40 percent were somewhere in the middle in describing their programs "could be better" or "less than moderate success", the remaining ten percent dropped the weekend program due to Proposition 13 in California and even they anticipate possible reinstatement.

It is interesting to note that two thirds of the administration titles indicate direct responsiblity for the weekend program by being named "Director", "Assistant Director", or "Coordinator". The remaining one third apparently treat the weekend program as part of a larger program by having abstract titles and references such as dean or director of continuing education or extended educational services.

The entrance requirements also range from nothing formal at Fairleigh Dickinson University to a series of entrance examinations at La Salle College. Most, however, usually require only a high school diploma. Although virtually all reporting institutions offer either the associate or bachelor degree, a few offer a masters degree such as Mundelein College and C. W. Post Center. Smith (1972, p. 73) states that "The weekend programs have shown themselves so far to be adequate for special advanced degree programs."

Perhaps the most interesting result of this study is in the "Comments and Unique Features" and in the "Student Services Provided" columns of Table I. Both of these sections show the extent to which the institutions will go in order to assist the adult student. Table I discloses some unique features such as assistance in obtaining a high school diploma, independent study, tutoring, CLEP exams, and preclass assignments. The C. W. Post Center undoubtedly has the greatest assortment of unique features. At C. W. Post there is reduced tuition if husband and wife enroll in the same course, credit card payments, and even an educational experience for children of the adults attending the C. W. Post weekend college.

Despite such supportive features as library facilities, deferred payments, financial aid, and job placement assistance, this paper has shown that the typical adult student has high anxiety about returning to the classroom. In the "Student Services Provided" column, a conscientious effort was made to determine any resolutions for this type of anxiety. Approximately two thirds of the reporting institutions gave some attention to counseling.

Credits earned each year range from tweleve to thirty with the majority ranging from twenty-four to thirty. The cost per credit hour ranges

from a low of ten dollars at Miami-Dade Community College to a high of one hundred dollars at Fairleigh Dickinson University. The vast majority of institutions typically charge over sixty dollars for each credit hour.

The relatively long class periods have generally been advantageous for the student and faculty. The student accomplishes more at one time, has an opportunity to discuss the course during breaks and lunch with the instructor and fellow students, and in general form a warmer bond between the other students and the faculty member. According to Stashower (1974, p. 32), the faculty member has to adjust his/her presentation for the weekend college, but this adjustment usually makes the presentation more dynamic. The experience of making a presentation in the weekend quite often energizes the presentation during the week for the full-time faculty members.

CHAPTER V

Evaluation and Application to Suffolk University

Advantages

The weekend college concept is relatively new, having its origin in the mid-sixties, and as such there is no uniform standard. Some institutions have been extremely successful, while others have reduced their program or have completely eliminated it. The definition of a weekend college had to be established for this paper since a universally accepted definition does not exist.

Two points are clear about the weekend college. First, the adult market is the most viable source of students in this era of declining student population growth. The second point is that the weekend college is profitable. It is profitable because the same physical facilities and service personnel are utilized as in the regular school, and the tuition per course is the same or comparable to the regular session. The main expense for the weekend college is strictly for instructional purposes.

Ingredients for Success

In its most basic form, there appears to be two primary ingredients for success, a complete program and the right attitude. A complete program, according to the definition, is one in which a student can receive a degree by attending classes on weekends only. This complete weekend program eliminates the random Saturday courses presently designed to increase revenue for the institution and which actually draws students from the existing day and evening divisions. This is apparently the prob-

lem at Pace University where they experience ". . . less than moderate success. . ." and ninety percent are regular day and/or evening students. Suffolk University has experienced the same lack of success (Strain, 1979) by offering a few courses here and there on Saturday. On the other hand, Suffolk University is currently experiencing a very successful masters program in their "Executive MBA" which meets strictly on Saturdays. Undoubtedly then, a complete program is an absolute requirement for success.

The right attitude is a broader, more difficult and intangible topic to study and discuss. Table II is offered to help identify some of the subtle points in attitude. The first and most obvious factor is size. The larger weekend colleges are more successful, have a complete program, and also have an individual directly responsible for the program. The successful institutions have relatively easy entrance requirements and stress counseling and credits for life experiences. There is a marked difference under the pre-class assignment column where the two successful institutions give them and the two less than successful institutions do not give them. Part of the reason for giving preclass assignments is not o n l y to accelerate learning but to help build confidence in the returning adult student and thus deal with the typical anxiety problem. In Table II the attitude may best be revealed in the last column where words such as "wishes" and "may" are used at the successful institutions, and words such as "must" and "required" are used by the less successful institutions.

Adults, including veterans, are different from the regular college student. They abhor wasting time waiting in line to pay and register for courses; so it is recommended that the institution allow registration and payment by mail. The C. W. Post Center even uses the credit card payment

TABLE II

Success vs. Lack of Success

Successful Institutions	Weekend Enrollment	Title	Admission Requirements	Counseling	CLEP/ Life Experience	Pre-class Assignments	Typical Words Used in Brochures (italics for emphasis)
C. W. Post	2200	Dir.	H.S. Diploma	Yes	Yes	Yes	"The program is definnitely geared to adult students and their particular needs. . . ."
Mundelein	570	Dir.	H.S. Diploma	?	Yes	Yes	"A day student who *wishes* to take a course *may*. . ," and "Designed with you in mind."
Unsuccessful Institutions							
Marist	120	Con. Ed. Staff	?	?	?	No	"If you register for a course on Sunday. . .you *will be required* to attend. . ."
La Salle	Small	?	Series of Entrance Exams=very strict	very little	Yes	No	"Attendance at La Salle College is a privilege and *not* a right. To be admitted. . . the applicant *must* comply with the following procedure. . ."

system.

Adults need counseling. The institution should have understanding faculty and staff members available on an almost continual basis. Many of the successful institutions encourage their faculty to supply the students with their home telephone number for use at certain times during the week.

Application to Suffolk University

Ideally Suffolk University should immediately consider initiating a weekend program. Suffolk University is ideally situated in the hub of transportation, it has the physical and staff facilities, it can benefit financially from low overhead, and most importantly it can satisfy an unfilled need in society.

The steps necessary to institute such a program would be first to appoint an individual to have virtually complete responsibility. This individual could be named director, but the title "dean" would be more effective for these reasons. It would obviously add prestige to the program, and it would allow coordination at a dean's level. The individual should have a strong background in counseling and considerable knowledge in marketing and educational requirements.

The program at Suffolk University should be academically strong so that one could register as a weekend student and interchange courses with the day or evening division, if desired. Entrance requirements should be set at a minimum, not to imply insignificance but to help the adult student make the transition back into the educational setting. All attempts should be made to grant legitimate credit for life experiences perhaps through CLEP exams or exams created by the institution. "Accumulative effect" states Cross (1976A, p. 163) "That is what continuing education is all about. . . ."

With a dean, Suffolk University could consider setting up the weekend program as a separate school. Because of its nature, some of the strict accreditation standards adhered to by the College of Liberal Arts and Sciences and the School of Management could be avoided. The weekend college for management degrees would still adhere to the AACSB recommendation (1978, p. 36):

> Normally, 40-60 percent of the course work in the undergraduate program shall be devoted to studies in business, economics, and administration. Normally, 40-60 percent of the course work shall be devoted to studies other than business, economics, and administration.

Even adhering to the AACSB standards, there is still room for flexibility. Note the word "normally" and the 40-60 percent offers a 20 percent flexibility of courses which could apply to each individual student rather than the entire business program.

Suffolk University should revive their associate degree program and their liberal arts general studies program for weekend participants. Adults seem to need milestones that can be achieved rather than degrees that seem to take forever to achieve. A series of smaller successes provides the motivation to continue onto greater successes. Even the granting of certificates of completion or the recognition of a certain number of credit hours would not only be motivating but would also serve as a visible means of accomplishment which may in turn lead to greater status and/or salary.

With the Saturday "Executive MBA" program already established in the School of Management, the associate and bachelor degrees for weekend college can easily follow. Table III shows the existing Saturday Executive MBA.

TABLE III
Current Executive MBA Program

Session I

July 12, 1980	Commence
September 20, 1980	End of Session

Session II

September 27, 1980	Commence
November 29, 1980	Thanksgiving Holiday
December 13, 1980	End of Session

Session III

January 3, 1981	Commence
March 14, 1981	End of Session

Session IV

March 28, 1981	Commence
June 6, 1981	End of Session

SATURDAY CLASS HOURS

8:45	First Class Starts
10:00-10:15	Break
12:30	Lunch
1:15	Second Class Starts
3:00-3:15	Break
5:00	Classes End

TABLE IV
Proposed Scheduling for all Three Degrees:
Masters, Bachelors and Associates

SESSION I--1980

Commence		End of Session
July 11	Friday	September 19
July 12	Saturday	September 20
July 13	Sunday	September 21

SESSION II--1980

September 26	Friday	December 12
September 27	Saturday	December 13
September 28	Sunday	December 14

Note: Thanksgiving Holiday, November 28-30.

SESSION III--1981

January 2	Friday	March 13
January 3	Saturday	March 14
January 4	Sunday	March 15

SESSION IV--1981

March 27	Friday	June 5
March 28	Saturday	June 6
March 29	Sunday	June 7

WEEKEND CLASS HOURS

Friday		Saturday		Sunday	
6:30 PM	Start Class A	8:45 AM	Start Class B	8:45 AM	Start Class D
7:45-8:00	Break	10:00-10:15	Break	10:00-10:15	Break
9:45	End	12:30	Lunch	12:30	Lunch
		1:15	Start Class C	1:15	Start Class E
		3:00-3:15	Break	3:00-3:15	Break
		5:00	End	5:00	End

Table IV shows the proposed scheduling which includes Friday, Saturday, and Sunday for the associate, bachelor, and masters degrees. Although not recommended, it would theoretically be possible for a student to accumulate sixty credits a year. In other words, one course on Friday night, two courses on Saturday and two courses on Sunday would amount to five courses or fifteen credit hours for each of the four ten-week segments each year. It would be possible for a student to obtain an associate degree in one year, a bachelor's degree in a second year, and a master's degree in the third year. The intent is not to accelerate education, but to establish a degree of flexibility into a students' work schedule.

The standard 2,200 to 2,250 minutes per three credit course for each semester is exceeded in the ten-week period which allows for even more flexibility. The instructor would have adequate reviewing time during each class to accommodate those students who may miss a class because of illness or work. This helps prevent students from feeling hopelessly behind in the course.

One of the potentially greatest advantages of the weekend program for Suffolk University would be to experiment with new majors and new courses. For example, a new course in security (theft, embezzlement from commercial establishments) could be offered. A new major in consumer protection and hospital administration (Master's level) could also be offered. In such specialized areas as security and consumer protection as well as hospital administration, the specialized teaching personnel would more likely be available on weekends than during the week. In addition, the absence of strict accreditation requirements previously discussed would allow Suffolk University to employ specialized faculty who may not have a doctoral degree.

Due to Suffolk University's urban location, new students and faculty could be attracted from the entire country. The literature shows that individuals in remote or distant areas find it easier, less tiring, and less expensive to commute for a weekend rather than several days or nights each week.

Obviously Suffolk University's faculty and staff must adopt the right attitudes as recommended earlier. Suffolk University is already known as a friendly institution; it should emphasize pre-registration, prepayment (even credit card payment), continous counseling, and even manage education experiences at a convenient day care center for the young children of the students.

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